

Literacy Weekly Plan- Authors and Texts: Phillip Pullman	Year 2012	Term 2	Week 1
<p><i>Speaking &amp; Listening Objectives/Drama</i></p> <p><b>1. Speaking</b></p> <ul style="list-style-type: none"><li>• Use a range of oral techniques to present persuasive arguments and engaging narratives</li><li>• Use the techniques of dialogic talk to explore ideas, topics or issues</li></ul> <p><b>3. Group discussion and interaction</b></p> <ul style="list-style-type: none"><li>• Understand and use a variety of ways to criticise constructively and respond to criticism</li></ul> <p><b>4. Drama</b></p> <ul style="list-style-type: none"><li>• Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires</li></ul>	<p><i>Reading objectives</i></p> <p><b>8. Engaging with and responding to texts</b></p> <ul style="list-style-type: none"><li>• Read extensively and discuss personal reading with others, including in reading groups</li><li>• Sustain engagement with longer texts, using different techniques to make the text come alive</li></ul>	<p><i>Writing objectives</i></p> <p><b>6. Word structure and spelling</b></p> <ul style="list-style-type: none"><li>• Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words</li><li>• Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen</li></ul> <p><b>9. Creating and shaping texts</b></p> <ul style="list-style-type: none"><li>• Set their own challenges to extend achievement and experience in writing</li><li>• Use different narrative techniques to engage and entertain the reader</li></ul> <p><b>10. Text structure and organisation</b></p> <ul style="list-style-type: none"><li>• <a href="#">Use varied structures to shape and organise texts coherently</a></li><li>• Use paragraphs to achieve pace and emphasis</li></ul> <p><b>11. Sentence structure and punctuation</b></p> <ul style="list-style-type: none"><li>• <a href="#">Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways</a></li><li>• Use punctuation to clarify meaning in complex sentences</li></ul> <p><b>12. Presentation</b></p> <ul style="list-style-type: none"><li>• Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style</li><li>• Select from a wide range of ICT programs to present text effectively and communicate information and ideas</li></ul>	
<p><b>Key Vocabulary:</b> setting, characters, atmosphere, see, hear, feel, touch, Philip Pullman, Fantasy, Gothic, Melancholy, Morbid</p>			
<p><b>Learning Objective:</b> To create a reading journal and use it in a variety of ways to record, explore and extend their own reading.</p>			

## Emails for Characters:

[Princeflorian1@gmail.com](mailto:Princeflorian1@gmail.com) password: clockwork

[Dr.Kalmenius@gmail.com](mailto:Dr.Kalmenius@gmail.com) password: PPullman

[Gretl.WhiteHorseTavern@gmail.com](mailto:Gretl.WhiteHorseTavern@gmail.com) password: gretlgretl

[fritz.the.novelist@gmail.com](mailto:fritz.the.novelist@gmail.com) Password: green6KG

[Karlapprentice1@gmail.com](mailto:Karlapprentice1@gmail.com) Password: Clockman

## Blooms Questioning:

**Remembering** – *Recalling information, Recognising, Listing, Describing, Retrieving, Naming, Finding*

**Understanding** – *Explaining ideas or concepts, Interpreting, Summarising, paraphrasing, Classifying, Explaining*

**Applying** – *Using information in another familiar situation, Implementing, Carrying out, Using, Executing*

**Analysing** – *Breaking information into parts to explore understanding and relationships, Comparing, Organising, Deconstructing, Interrogating, Finding*

**Evaluating** – *Justifying a decision or course of action, Checking, Hypothesising, Critiquing, Experimenting, Judging*

**Creating** – *Generating new ideas, products or ways of doing things, Designing, Constructing, Planning, Producing, Inventing*

## MELTABRC:

**M** What are the websites **Main Points**? **E** What **evidence/examples** does the website provide? **LT** What **language/techniques** does the website use?

**A** What **assumptions** does the website make? **B** What **biases** does the website show in the presentation of its information? **R** How **relevant** is the information?

**C** How **credible** is the website? What might be the **consequences** if the reader believed everything presented?

Phase 1: Establishing the use of a reading journal, on paper or on screen (possibly online), while exploring the work of a particular author (3 days)

<p>One</p> <p>LO: To answer a range of comprehension questions</p>	<p><b>Oral Language warm-up:</b> 'Just a Minute' in pairs. One minute to say as much about Clockwork and Philip Pullman as they can without ummms, repeating, etc. Choose a couple of children to present to the class.</p> <p><b>Text:</b> Brainstorm as much as they know about Pullman. Use a <b>GRAPHIC ORGANISER - BRAINSTORMING</b></p> <p>Look at his website:</p> <p><a href="http://www.philip-pullman.com/index.asp">http://www.philip-pullman.com/index.asp</a></p> <p><a href="http://www.philip-pullman.com/pages/content/index.asp?PageID=103">http://www.philip-pullman.com/pages/content/index.asp?PageID=103</a></p> <p>(Pullman website and what he says about Clockwork)</p> <p>As a class, use <b>MELTABRC</b> to encourage the use of critical thinking (This could be used as a homework task):</p> <p><b>M</b> What are the websites <b>Main Points</b>?</p> <p><b>E</b> What <b>evidence/examples</b> does the website provide?</p> <p><b>LT</b> What <b>language/techniques</b> does the website use?</p> <p><b>A</b> What <b>assumptions</b> does the website make?</p> <p><b>B</b> What <b>biases</b> does the website show in the presentation of its information?</p> <p><b>R</b> How <b>relevant</b> is the information?</p> <p><b>C</b> How <b>credible</b> is the website? What might be the <b>consequences</b> if the reader believed everything presented?</p> <p>Give out <b>reading journals</b> and explain that they will be using their journals to collect together techniques, thoughts, opinions, moods, character analysis etc on the author, Philip Pullman.</p> <p><b>Book Jackets</b> - Explain that to some people the most important part of a book is its jacket and that publishers use the jacket of a book to attract readers to the book by making it look as appealing, exciting or interesting as possible. Most people are attracted to a book by the picture on the front cover. They then</p>	<p>Complete one</p> <p><b>Bloom's activities</b> – appropriate to level</p>	<p><i>Each group, shares back question answers to the class.</i></p> <p><b>Emailing character.</b></p> <p>(Teacher responds daily in role)</p> <p>Could use <b>KWHL chart</b> to identify and evaluate what has been learnt about Clockwork.</p>	<p><i>Comprehension Questions for Clockwork</i></p> <p><i># HW for students to make their own front cover to be stuck on their reading journal to given Friday Cornerstones Pupil Book p.50-53 has unit on Book Reviews.</i></p>
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	<p>read the back cover of the book to find out whether they are interested in the story, so a publisher has to make it sound as interesting as possible in very few words! Of course, the title and the author are important too, so the title has to be catchy and engaging.</p> <p>Look at from cover of Clockwork. As a class annotate with the following.</p> <ul style="list-style-type: none"><li>• The title of the book in large type and an eye-catching design</li><li>• The name of the author, particularly if he or she is well-known and popular</li><li>• A striking image, picture or design which will give a flavour of the book to the prospective reader.</li><li>• The quote</li></ul> <p>Quickly recap story as a class (main characters, plot development, motives, genres covered).</p> <p>Model answering and discussing the first question.</p> <p><b>ACTIVITIES:</b></p> <p><b>Remembering</b></p> <p>Children answer Literal Questions about the Clockwork Story.</p> <p><b>Understanding</b></p> <p>Children answer Literal, Inferential, Deductive and Evaluative questions about the Clockwork Story.</p> <p><b>Applying</b></p> <p>Children begin to make a story map of the Clockwork Story showing all the links between the characters GRAPHIC ORGANISER – CONCEPT MAP</p> <p><b>Analysing</b></p> <p>Make a flow chart to show the critical stages of the story and how they inter-link GRAPHIC ORGANISER – FLOW CHART</p> <p><b>Evaluating</b></p> <p>Was Dr. Kalmenius a good or bad character? Why?</p> <p><b>Creating</b></p> <p>What feelings did the Clockwork story evoke? Why?</p>			
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<p>Two</p> <p>LO: To sequence events in a story.</p>	<p><b>Sentence Level:</b> Conditionals Slide 1,2 &amp; 3practise on their Whiteboards.</p> <p><b>Text:</b></p> <p><b>Language Detectives</b> - Re-read the opening of Clockwork (Page 11-21). As a class discuss ways in which the author uses language to describe characters' appearances, actions, feelings; settings and situations. Note these words and phrases down on Language Detective template and comment upon the effect they have upon you, the reader.</p> <p>Provide children with response stems to help them with their answers – See IWB</p> <p><b>ACTIVITIES:</b></p> <p><b>Remembering</b></p> <p>Children make a timeline of the main events of the story. <b>GRAPHIC ORGANISER - TIMELINE</b></p> <p><b>Understanding</b></p> <p>Children make a cartoon showing the sequence of events of the story.</p> <p><b>Applying</b></p> <p>Children complete the story map of the Clockwork Story showing all the links between the characters. Use a <b>GRAPHIC ORGANISER – CONCEPT MAP</b></p> <p><b>Analysing</b></p> <p>Give each child a section of the book to analyse. Children find evidence of words and phrases that help build a picture of the characters, settings, situations and events. Use a <b>GRAPHIC ORGANISER – FISHBONE DIAGRAM</b> to present findings.</p> <p><b>Evaluating</b></p> <p>The sequence of the story is not linear. What does that mean? Is it a good technique in story writing?</p> <p><b>Creating</b></p> <p>Using the same characters; create an alternative sequence for the story.</p>	<p>Complete one</p> <p><b>Bloom's activities</b> – appropriate to level</p>	<p>Children complete 'Language Detective' sheet for Reading Journals.</p> <p><b>Emailing character.</b> (Teacher responds daily in role)</p>	<p>Language Detective Sheet (in Y reading journal)</p> <p>Response Stems on IWB</p> <p>Copy of template</p>
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<p>Three</p> <p>L.O: To compare two characters from the story.</p>	<p><b>Sentence Level:</b> Conditionals. Slide 4,5 &amp; 6 practice on their Whiteboards.</p> <p><b>Text:</b></p> <p><b>Comparing Characters</b> - Discuss the differences between two of the main characters; Karl and Gretl.</p> <ul style="list-style-type: none"> <li>- How are they similar? How do they differ?</li> <li>- What do they think of each other?</li> <li>- How do they behave?</li> <li>- What do they look like?</li> <li>- What is their main function in the story?</li> <li>- What happened to them in the end?</li> </ul> <p>Encourage the children to give reasons for their opinions AND to back these up with reference to the text and the language used by the author.</p> <p><b>ACTIVITIES:</b></p> <p><b>Remembering</b></p> <p>Children name all the characters in the story.</p> <p><b>Understanding</b></p> <p>Why did Karl and Gretl behave the way they did in the story?</p> <p><b>Applying</b></p> <p>Children draw a picture of Karl and Gretl, showing their different character traits. Can include scenery, objects and speech bubbles to illustrate point.</p> <p><b>Analysing</b></p> <p>Children complete 'Comparing Characters' sheet about Karl and Gretl, using evidence from the text.</p> <p><b>Evaluating</b></p> <p>What are the main differences between Karl and Gretl?</p> <p><b>Creating</b></p> <p>Write a poem about Karl and Gretl emphasizing their differences.</p>	<p>Complete one Bloom's activities – appropriate to level</p>	<p>Share examples of good comparisons between the characters.</p> <p>As a class, complete a GRAPHIC ORGANISER</p> <p>COMPARISON GRID of Gretl and Karl</p> <p><b>Emailing character.</b></p> <p>(Teacher responds daily in role)</p>	<p>Comparing Characters Sheet</p> <p>(in Y6 reading journal)</p>
<p>Phase 2: Exploring the characters and their conflicts or dilemmas through empathy and role-play, recording outcomes in the reading journal (2 days)</p>				

<p><i>Four</i></p> <p><i>L.O: to use Role Play to discover more about Characters</i></p>	<p><b>Sentence Level:</b> Slide 7,8 &amp; 9 practise on their Whiteboards.</p> <p><b>Text:</b></p> <p>In mixed ability pairs, explain to the children that they are going to imagine that they are one of the characters in the book. The other is a 'friend' of the character. Model being Karl with another child asking questions. Child asks Karl to describe exactly what happened the night that Dr. Kalmenius came to the White Horse Tavern. Explain that they must ask questions of the character to find out why they reacted the way that they did. They will need to ask lots of questions beginning with 'why', 'how', 'explain' etc.</p> <p>Here are some questions to get them started (IWB):</p> <ul style="list-style-type: none"> <li>• How did it make you feel when you met Dr. Kalmenius?</li> <li>• How did you feel when you first saw Sir Ironsoul?</li> <li>• What were going to do with Sir Ironsoul?</li> <li>• Why did you try to use Prince Florian as your clockwork figure?</li> <li>• What do you think you should have done?</li> <li>• Tell me what you would do differently if you were ever in a similar situation again.</li> <li>• What were the consequences of this event?</li> <li>• How could you have avoided this happening?</li> <li>• What impact did this have on those around you?</li> </ul> <p>In pairs, children act their interview (character and a friend) Explain that they might be asked to perform this role play or to tell others in your group or class about it. They must make sure they are prepared for this!</p> <p><b>Characters:</b> Karl, Gretl, Fritz, Dr. Kalmenius, Sir Ironsoul, Prince Florian</p>	<p><b>ACTIVITIES:</b></p> <p><b>Remembering</b></p> <p>Children can explore the character's feelings using speech.</p> <p><b>Understanding</b></p> <p>Children communicate a convincing character using different voices, gestures and movements.</p> <p><b>Applying</b></p> <p>Children can portray how a character from the story would behave if put into a different situation.</p> <p><b>Analysing</b></p> <p>Children can analyse the impact of the role-plays on understanding more about the characters' motives.</p> <p><b>Evaluating</b></p> <p>Children can explain how their role-play could be improved.</p> <p><b>Creating</b></p> <p>Children can create a script for the stage for a section of the story.</p> <p>SEE SPEAKING and LISTENING PANDAS</p>	<p>Choose a good example of each character and children share their role-play with the class.</p> <p>If time, complete a 'What if' Consequences Wheel.</p> <p><b>Emailing character.</b> (Teacher responds daily in role)</p>	<p>Homework Book Review of Clockwork for Reading Journal</p> <p>(any book review she suitable)</p>
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Guided Reading Day	<a href="http://www2.scholastic.com/browse/collateral.jsp?id=1006_type=Book_typeId=3749">http://www2.scholastic.com/browse/collateral.jsp?id=1006_type=Book_typeId=3749</a> clockwork discussion guide - brilliant help  <a href="http://www.scholastic.com/titles/features/fantasy/clockwork_rrr.asp">http://www.scholastic.com/titles/features/fantasy/clockwork_rrr.asp</a> scholastic webpage - student reviews  <a href="http://www.scholastic.com/titles/features/fantasy/clockwork.htm">http://www.scholastic.com/titles/features/fantasy/clockwork.htm</a> synopsis and review  Use <b>MELTABRC</b> to analyse website and encourage critical thinking
Spelling Handwriting	<b>HW:</b> To write a book review on Clockwork:  They can publish on: <a href="http://www.storiesfromtheweb.org/joinin/review/review-index.htm">http://www.storiesfromtheweb.org/joinin/review/review-index.htm</a>  Cool Reads: <a href="http://www.cool-reads.co.uk/">http://www.cool-reads.co.uk/</a>  Use <b>MELTABRC</b> to analyse website and encourage critical thinking

Groups	Session 1 – 30mins	Session 2 – 30mins	Session 3 - 30mins	Resources
1	<b>LS Spelling/Word/Sentence Activity</b>  When do we use the words: If, could, should and would? (conditional)  Children write sentences using these words e.g. <b>If</b> Miss Simpson had a million pounds she <b>would</b> buy a sports car! <b>If</b> Miss Simpson had a million pounds she <b>could</b> buy a speed boat. <b>If</b> Miss Simpson had a million pounds she <b>should</b> give some of it to charity.	<b>I Listening Post</b>  Listen to <i>Northern Lights</i> by Phillip Pullman. Record details of the story using a <b>GRAPHIC ORGANISER – CONCEPT MAP</b> to show the links between the characters.	<b>LS Guided Reading</b>  Read “Puss in Boots” by Phillip Pullman.  Discuss the story as it progresses and how the author has developed the plot and characters.  <i>Use p.55 Cornerstones Pupil Book as a discussion as the students read, at different stages of the text.</i>	CD Northern Lights Phillip Pullman.  Cornerstones pupil book.
2	<b>T Guided Reading</b>	<b>LS Guided Reading</b>	<b>TA Spelling/Word/Sentence Activity</b>	“The Firework-Makers



	<p>Read “The Firework-Makers Daughter” By Phillip Pullman.</p> <p>Teacher to discuss setting of story and the main characters involved.</p> <p><b>Assessment Lesson: AF6 (identify and comment on writers’ purposes and viewpoints and the overall effect of the text on the reader), AF7 (relate texts to their social, cultural and historical contexts and literary traditions)</b></p> <p>Ask AF6 &amp; AF7 questions, record on Assessment Sheet</p>	<p>Continue Reading “The Firework-Makers Daughter” By Phillip Pullman. Complete up to Chapter 5</p> <p><i>Use p.55 Cornerstones Pupil Book as a discussion as the students read, at different stages of the text.</i></p>	<p>Conditional Clauses – Children complete conditional clauses in sentences. P58 Dev. Lit Sentence Level</p> <p>EXT – Write independent sentences using: if, would, should and could</p>	<p>Daughter” By Phillip Pullman</p> <p>Cornerstones Pupil Book.</p> <p>P58 Developing Literacy Sentence Level</p>
3	<p><b>TA Guided Reading</b></p> <p>Read “The Scarecrow and his Servant” By Phillip Pullman</p> <p>TA to discuss setting of story and the main characters involved. Use p.55 Cornerstones Pupil Book as a discussion as the students read, at different stages of the text.</p>	<p><b>T Spelling/Word/Sentence Activity</b></p> <p>Conditional Clauses – Children complete conditional clauses in sentences. P58 Dev. Lit Sentence Level</p> <p>EXT – Write independent sentences using: if, would, should and could</p>	<p><b>I Listening Post</b></p> <p>Listen to <i>Northern Lights</i> by Phillip Pullman. . Record details of the story using a <b>GRAPHIC ORGANISER – CONCEPT MAP</b> to show the links between the characters.</p>	<p>“The Scarecrow and his Servant” By Phillip Pullman</p> <p>Northern Lights by Phillip Pullman CD</p> <p>Cornerstones pupil book.</p> <p>P58 Developing Literacy Sentence Level</p>
4	<p><b>I Listening Post</b></p> <p>Listen to <i>Northern Lights</i> by Phillip Pullman. . Record details of the story using a <b>GRAPHIC ORGANISER – CONCEPT MAP</b> to show the links between the characters.</p>	<p><b>TA Spelling/Word/Sentence Activity</b></p> <p>‘Supposing’ Conditional Sheet Dev Lit P30. Complete sentences using could, would and should. Write a paragraph about what might happen.</p>	<p><b>T Guided Reading</b></p> <p>Read “Once Upon a Time in the North”</p> <p><b>Assessment Lesson: AF6 (identify and comment on writers’ purposes and viewpoints and the overall effect of the text on the reader), AF7 (relate texts to their social, cultural and historical contexts and literary traditions)</b></p>	<p>“Once Upon a Time in the North”</p> <p>Northern Lights by Phillip Pullman CD</p> <p>Cornerstones pupil book.</p> <p>Developing Literacy – Sentence Structure and</p>

			Ask AF6 & AF7 questions, record on Assessment Sheet	Punctuation P30
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